



Olympian High School  
“Where Champions are Made”

Course Syllabus  
**English 12**

## English 12

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### **Course Rationale:**

The California State University and the University of California systems' A-G admissions requirements state that four years of English are required with a grade of "C" or better.

### **Pre-requisites:**

English 9, 10, and 11

### **Course Description:**

English 12 is designed to prepare seniors for post-secondary experience, to prepare them for college entrance examinations as well as to address the Common Core Standards for grade twelve. Texts and assignments are designed to challenge students to think critically and to respond using academic language and to present cogent presentations regarding their work.

All Olympian seniors will engage in a new focus through a Common Book/Common Experience for both students and staff. Through an in depth study of the selected text, *Girls Like Us*, students will engage in critical thinking related to the Common Core Standards to include the evaluation of philosophical, political, religious, ethical and social influences.

### Texts and Materials:

Memoir: *Girls Like Us* by Rachel Lloyd

Holt: Literature and Language Sixth Course (as required)

MLA Guide (suggested for reference)

"Millennials: The Me, Me, Me Generation" by Joel Stein and/or alternative informational text

### **College Preparation ~ "Habits of Mind" and "College Readiness Skills":**

In order to prepare students for college, an emphasis on the "Habits of Mind" were introduced and reinforced in the lower division courses. In their senior year, students will be expected to apply those skills to a major research paper and a media presentation. In addition the identified habits include:

1. Building intellectual perseverance, the pursuit of knowledge, by promoting the value of a strong work ethic and cultivating sustained effort through repeated practice.
2. Developing metacognition by encouraging thinking about the quality of one's own and others' thought processes, practicing intellectual humility, and becoming comfortable with the discomfort of ambiguity.
3. Creating intellectual curiosity by fostering a desire to know and requiring inquiry, investigation, and rigorous engagement.

In order to be successful in college and post-secondary work, students need to acquire specific literacy skills. The College Literacy Skills include:

1. Description using discipline specific academic language
2. Summarizing by distinguishing main idea from supporting detail
3. Relating-applying the appropriate increments to new situations
4. Comparing and contrasting in order to support inferences and to draw conditioning
5. Synthesis combining ideas in order to develop new insights
6. Evaluation justifying opinion or results according to a set of established standards.

### **Student Expectations (Participation):**

Students are expected to participate regularly and to take responsibility regarding their behavior, their classroom demeanor as well as proficiency in preparing assignments. Citizenship grades are reflected in this.

### **Homework Policy:**

Since English 12 is the final course of high school, students are expected to meet all deadlines on time. No late work will be accepted without prior permission from the instructor. Students are expected to record due dates, check the calendar regularly on [infinite.sweetwaterschools.org](http://infinite.sweetwaterschools.org) or any other identified website and to arrange make up dates with the instructor. Students who participate in extra-curricular activities (field trips, ASB, athletics, band, etc.) are not exempt from due dates nor extensions of due dates. These students are expected to turn in assignments prior to the extra-curricular activity. Students are expected to dedicate a minimum of thirty minutes of homework each day in order to complete assignments. Assignments schedules are distributed well in advance of due dates which enable a motivated student to prepare assignments prior to the deadline. No extra credit work will be assigned.

\*Long term assignments may not be accepted if a student is absent when it is due. It is clearly dependent on the decision of the instructor.

Note: Since this is an upper division class, homework is considered practice and not all assignments will be submitted to the instructor, evaluated or discussed; however, it is expected to be completed.

**Required and Recommended Student Supplies:**

- ❖ Three-ring binder (used either solely for this class or for all classes)
- ❖ Current texts and materials
- ❖ Classroom Supplies: standard lined paper, blue/black pens, pencils, highlighters, plastic dividers
- ❖ USB/flash drive (highly recommended)

**Academic Expectations of Each Student:**

- ❖ Actively participate in learning by taking notes, studying for all assessments, and reading all assigned texts prior to class.
- ❖ Come prepared for instruction and class discussions
- ❖ Meet all deadlines and take personal responsibility for academics and behavior
- ❖ Communicate with the instructor regarding any academic issues
- ❖ The Mastery Model requires that each student earn a minimum of 70% on any summative assessment. Each student is expected to prepare himself/herself in order to achieve this level.

**Behavioral Expectations of Each Student:**

- ❖ Attend class each day and be on time.
- ❖ Be a positive member: respectful and responsible
- ❖ Adhere to the OHS and SUHSD rules and regulations

**Cheating/Plagiarism**

- ❖ The unauthorized and/or undocumented (cited) use of work other than your original work, as well as the practice of taking someone else's work or ideas and passing them off as your own, is considered plagiarism. This is considered a serious offense at OHS. The penalty for this is a zero on the assignment and an F in citizenship for any individual(s) involved.
- ❖ Cheating on any assignment will merit the same penalty as that for plagiarism.

**Assessments:****Independent Reading/Vocabulary (10%)**

Students will be expected to complete independent reading to enhance their reading endurance.

Students will be given vocabulary words from specific selected texts and will be quizzed on the words throughout the semester. Students are expected to keep a vocabulary notebook in which they will define the words and provide examples.

**Formative Work and Assessments 30%**

Approximately eleven academic essays

Approximately eleven multiple choice comprehension and critical reading assessments

Multiple rhetorical précis practice

Text annotations

Vocabulary/Terminology assessments

Short Writing responses based on discussion questions

Mastery Model Retake Policy: 0 retakes

## Assessments:(continued)

### Summative Assessments (50%)

Academic essay(s)

Rhetorical Précis

Formal Writing

Objective tests (multiple choice/true-false, etc.)

Senior Project (Writing and Multimedia) to include participation at the Senior Showcase

Mastery Model Retake Policy: 1 summative per semester.

\*Prior to any retake, students will need to complete any missing work related to the summative assessment and attend a tutorial. The tutorial and the summative retake will be scheduled by the teacher; however, it is the responsibility of the student to initiate and continue the dialogue relating to missing work, tutorial and a summative retake. All make-up and retakes must be completed within a two week window. If the student does not take advantage of these steps, he/she will miss the retake opportunity. The better score will be entered into the grade book.

### End of Course Exam/Quarterly Benchmark (10%)

The District benchmark will be administered at the end of the fall and spring quarters. The end of course (EOC) exam will be administered at the end of each semester. The EOC is designed to assess key concepts and skills taught throughout the semester.

Mastery Model Policy of Retakes per grade level:

Grade 9 = All formative and summative assessments

Grade 10 = All summative assessments

Grade 11= Half of the summative assessments per semester

Grade 12= One summative assessment per semester

### **Grading Policy:**

Student work is evaluated against rubrics created by the instructors, the district or the California State Department of Education.

A (90-100%) **Advanced** - The student demonstrates a high level of mastery toward meeting the standards

B (80-89%) **Proficient**- The student exceeds the standards

C (70-79%) **Basic**- The student meets the standards.

D (60-69%) **Below Basic**- The student's work is below basic, but is progressing toward meeting the standards.

F (59-00%) **Far below Basic**- The student displays minimal effort or work that fails to progress towards meeting the standards.

Tutorial:

Teachers are available for tutoring Wednesdays and Thursdays during tutorial period as well as some days after school. To meet after school, please make an appointment in advance.

**Course Outcomes:**

Seniors will be proficient in the following skills: text annotation, application of a variety of summaries, rhetorical analysis of argument, academic language, interdisciplinary research and citations, functional workplace documents. During second semester students will work on developing collaborative work skills while working in student groups. Seniors will also understand the following concepts: resilience in the face of extraordinary hardship; the power of one person to make a difference; the daunting challenge of providing medical care for the poor; and the importance of developing a spirit of giving.

**Course Schedule:**

Time Frame	Texts	Major Assignments
July-December	Read <i>Girls Like Us</i> and related texts selected by instructor	<ul style="list-style-type: none"> <li>• Mini-Research papers (5)</li> <li>• Multiple choice quizzes on <i>Girls Like Us</i></li> <li>• Rhetorical précis</li> <li>• Weekly vocabulary quizzes</li> <li>• District benchmark</li> </ul>
October-December	Read "Millennials: The Me, Me, Me Generation" and related texts selected by instructor	<ul style="list-style-type: none"> <li>• Rhetorical Analysis essay</li> <li>• Research paper</li> <li>• Rhetorical précis</li> <li>• Weekly vocabulary quizzes</li> <li>• District End of Course Exam</li> </ul>
January-April	Texts selected by instructor	<ul style="list-style-type: none"> <li>• Synthesis essay</li> <li>• Research essay</li> <li>• Collaborative project for Common Senior Experience</li> </ul>
April-June	Texts selected by instructor	<ul style="list-style-type: none"> <li>• Synthesis essay</li> <li>• Completion of collaborative project for Common Senior Experience—to include a tri-fold and video</li> </ul>